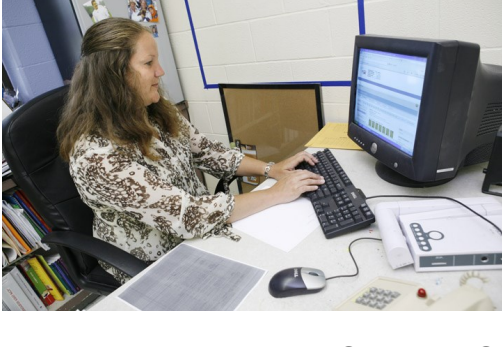


NGP Hot Topics

Median Student Growth Percentiles (MSGP) are available **now** for review in Infinite Campus (IC)



Data can be previewed in IC, 4th-8th grade math and reading, for the state contribution of Student Growth. Finalized reports are available in IC to help with this review.

Follow this [link](#) to access the full MSGP article including access to the Median Student Growth Percentile Summary Report

Educator Development Suite (EDS) Updated October 30

The 17.0 update of EDS includes several requested features:

- New profile search for principals
- New Effectiveness Data tab
- The PGP received updates based on feedback from districts

To view more details regarding the EDS update, click [here](#).

KDE Quick Links:

- [Equity webpage](#)
- [Title II webpage](#)
- [Professional Learning webpage](#)
- [Teacher Leadership webpage](#)
- [PGES webpages](#)
- [EDS webpage](#)
- [@KyPGES](#)
- [@KyDeptofEd](#)
- [KDE Facebook page](#)

Coach’s Corner

Activating Student Voice
by Melissa Shearon

Student comments echo in the minds of teachers on the commute to and from work and shape many lesson adjustments throughout the day. Teachers troubleshoot their students’ “I don’t get its” with colleagues in hallways and lunchrooms. Student feedback guides instruction and assessment daily in every content and grade level.

Why then, in the context of the Professional Growth and Effectiveness System (PGES), does the Student Voice Survey often elicit a sinking feeling in stomachs, an elevated heart rate, and insecurity in our teachers? With the implementation of PGES, it is crucial for school leadership to collaborate with teachers to ease concern and use the Student Voice Survey as a catalyst for an integrated, authentic approach to student voice.

To read the rest of *Activating Student Voice*, including tips, click [here](#).

How can principals improve assessment literacy in their schools?
by Alison Wright

If we are in the business of teaching and learning, we also are in the business of assessing. As Frederickson and Collins (1989) wrote, “The goal of assessments has to be, above all, to support teaching and learning.” With the myriad of assessments available, making good choices is more important than ever. If administrators take the time to help their school community achieve assessment literacy, then students benefit. [Here](#) are some tips to help school leaders do just that.

PGES Student Voice update:

The second edition of the *Student Voice Implementation Guide* is now available and can be found on the [PGES Student Voice](#) webpage. Updates include additional detailed information on Infinite Campus procedures. The communication plan can be downloaded and printed as a hard copy or used online. Sections are hyperlinked and written in categories for easy reference; they are partitioned to communicate with specific groups. To access the Implementation Guide, click [here](#).

- **Principals** should communicate scheduling information with their building IC contact.

Districts using Infinite Campus for survey administration may do so from January 4 through March 4, 2016. There will be two reporting periods during this time:

January 4 through February 5 (surveys must be ended by 2/5)

February 8 through March 4 (survey must be ended by 3/4)

Districts utilizing paper/pencil or other manual methods may schedule the surveys based on the timeline established in the district Certified Evaluation Plan (CEP) to allow the data to be used in the summative evaluation process.

For more information contact joyce.richards@education.ky.gov

OPGES Student Voice Surveys administered via paper/pencil

Student Voice Survey – OPGES variations:

Validation of specialized survey questions for library, counselor and speech is currently underway. Once validated, OPGES survey questions will be made available to all districts in December.

Student Voice questions for library media specialists, counselors, and speech therapists will be administered via paper/pencil or other mode. Guidance in the administration for other professional student voice survey variations are included in the [Student Voice Implementation Guide](#).



Novice Reduction Regional Workshop information and registration

The Kentucky Department of Education is hosting the first round of Novice Reduction Regional Workshops in several locations across the state. The purpose of these workshops is for district and school core leadership teams to learn more about the novice reduction process through a deep dive into processes and strategies that impact novice

reduction and gap closure. Teams will learn effective and efficient ways to use KDE’s Novice Reduction webpage and will be provided time and support in making novice reduction plans. Teams should be comprised of at least two, but no more than six people.

Teams are requested to bring an electronic device that will allow them to access the Internet, as well as electronic or paper copies of the handouts for the workshop. Teams can access the copies needed for the workshop by visiting the Novice Reduction Overview webpage on the KDE website at <http://education.ky.gov/school/stratclsgap/Pages/default.aspx> (handouts found in the blue box on the right side of the page).

Locations of workshops are provided at the Novice Reduction Regional Workshop Registration [link](#). Space is limited to 60 people per location. The workshop in all locations will begin at 8:30 a.m. and end at 3:30.p.m. local time. For more information or questions, contact Novice Reduction Coordinator Linda Rains at Linda.Rains2@education.ky.gov.

OPGES online sessions

Join educators and administrators for PGES SKYPE sessions. Online trainings are available every 6 weeks for just-in-time support for sources of evidence being completed in districts with a focus on Other Professionals. Registration for upcoming sessions and topics can be accessed [here](#). Previously recorded sessions and presentation PowerPoints, can be accessed on the [PGES webpage](#).

PGES District Capacity Building Support Series (November 13 deadline)

KDE is pleased to provide **free, targeted, and tailored** support to selected districts through its PGES district support series. Districts interested in participating must apply by November 13. Details can be found [here](#) and all questions should be directed to Kevin Stull at kevin.stull@education.ky.gov.

Instructional connections to the Kentucky Framework for Teaching for teachers of the deaf and hard of hearing (DHH)

Supported by KDE, a task group of teachers of the deaf and hard of hearing was formed to develop resources to be used with the Kentucky Framework for Teaching (KFTT). The purpose was to understand the roles of DHH teachers and how the components of the framework apply to their teaching. The [Instruction Connections for Teachers of the Deaf and Hard of Hearing](#) illustrates how each domain relates to DHH teachers through examples of observables, performance indicators and artifacts. Guiding questions are provided so the teacher and administrator can have meaningful discussions about the complex role of DHH teachers. Currently, only resources for domains 2 and 3 are available. However, as the other domains are completed, they will be added to this published document. Keep in mind that this is a tool to use along with the KFTT.

For questions or to request professional learning on the application of KFTT to DHH teachers, please contact Heidi Givens at heidi.givens@daviess.kyschools.us.

Upcoming webcasts

PGES Webcast – Thursday, December 17 at 9:30 a.m. ET.

To watch the above webcast live please use the following link: <http://mediaportal.education.ky.gov/watch-live/>.